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GUIDELINES FOR IMPROVING ARTICULATION BETWEEN JUNIOR AND SENIOR COLLEGES, A STATEMENT BY THE JOINT COMMITTEE ON JUNIOR AND SENIOR COLLEGES. (TITLE SUPPLIED).

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DESCRIPTORS- *JUNIOR COLLEGES, *ARTICULATION (PROGRAM), PROGRAM COORDINATION, *HIGHER EDUCATION, TRANSFER STUDENTS, GUIDELINES, TRANSFER POLICY,

THESE ARTICULATION GUIDELINES WERE COMPILED TO PROVIDE A FRAMEWORK WITHIN WHICH JUNIOR AND SENIOR COLLEGES, SINGLY AND COOPERATIVELY, CAN DEVELOP SPECIFIC POLICIES GOVERNING TRANSFER BETWEEN AND AMONG INSTITUTIONS. STATEMENTS OF 27 ISSUES OR PROBLEMS ARE EACH FOLLOWED BY STATEMENTS OF PRINCIPLES AND PROCEDURES. FIVE MAJOR AREAS ARE COVERED--(1) ADMISSIONS, (2) EVALUATION OF TRANSFER COURSES, (3) CURRICULUM PLANNING, (4) ADVISING, COUNSELING, AND OTHER STUDENT PERSONNEL SERVICES, AND (5) ARTICULATION PROGRAMS. (WO)

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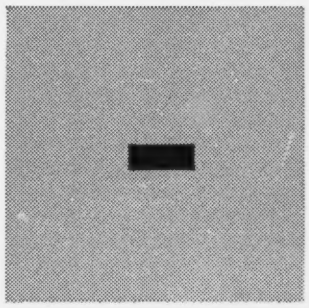

for Improving Articulation Between Junior and Senior Colleges

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A STATEMENT BY THE JOINT COMMITTEE ON JUNIOR AND SENIOR COLLEGES OF THE:

ASSOCIATION OF AMERICAN COLLEGES

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

JC 670 267

Joint Committee on Junior and Senior Colleges[1]

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[1] The positions of the members are those occupied at the time of appointment to the committee.
[2] Former member, now deceased.
[3] Former chairman of committee, now Director of Special Programs, Esso Education Foundation.
[4] Carter Davidson replaced Dr. Distler upon the latter's retirement in 1965.
[5] Thomas A. Spragens replaced Dr. Finger on the committee in 1965, when the latter left the college.

Foreword

A characteristic of higher education in the United States has been the careful attention given to improving programs which lead to various degrees.

An example of this kind of planning is illustrated in these *Guidelines*. In July 1957, a committee was established by the Association of American Colleges and the American Association of Junior Colleges. In 1958, the American Association of Collegiate Registrars and Admissions Officers joined the committee, now known as the Joint Committee on Junior and Senior Colleges.

The committee has given attention to developing factual information regarding that group of students who move from high school graduation into junior colleges, and from junior college graduation into baccalaureate programs at four-year colleges and universities. A carefully defined procedure has been followed: the committee developed a statement of guidelines for junior colleges, and senior colleges and universities for use in facilitating student transfer; the Center for the Study of Higher Education at the University of California, Berkeley, conducted a research study which analyzed the characteristics of transfer students and their particular problems; a revision of the guidelines was developed, based upon the information gained from this study; this revision was tested in a series of ten state conferences held in the states which participated in the study; and finally, a third revision of the guidelines was developed as a result of these conferences. These are presented herewith.

It is the hope of the committee that these statements will stimulate thoughtful consideration of the problems which students may encounter in moving from the junior college to the senior college. The committee is aware that no single statement of guidelines could be expected to apply equally to all situations. Local and institutional modifications will emerge which may be more appropriate in each situation. The major concern of the committee will be served when each institution gives attention to solving the problems of students who transfer.

The Joint Committee on Junior and Senior Colleges is particularly indebted to the Center for the Study of Higher Education at the University of California, Berkeley, with special credit to Leland Medsker and Dorothy Knoell. We are also indebted to the U.S. Office of Education and the Esso Education Foundation for providing the necessary financial support. James H. Nelson, who served as director of the National Project for Improvement of Articulation Between Two-Year and Four-Year

Colleges, has provided outstanding leadership in these final stages of the guidelines development.

Those individuals in the ten states (California, Florida, Georgia, Illinois, Kansas, Michigan, New York, Pennsylvania, Texas, Washington) who met in conferences, discussed the guidelines, and provided suggestions for improvement, deserve mention. Their excellent cooperation is generally typical of the attitude of higher education leadership in the United States.

The committee members themselves have given much time and attention to this project. They are: representing the Association of American Colleges, George H. Armacost, Lloyd Bertholf, Thomas A. Spragens, Theodore Distler, and the late Carter Davidson; representing the American Association of Junior Colleges, Peter Masiko, Jr., Edward W. Seay, James L. Wattenbarger, and Edmund J. Gleazer, Jr.; and representing the American Association of Collegiate Registrars and Admissions Officers, Clyde Vroman, Robert Sawyer, Charles E. Harrell. Others who have served on the committee since its establishment in 1957 are: H. Ellis Finger, R. F. Thomason, Frederick deW. Bolman, Jr.

The next step will depend upon the work of each individual institution as it welcomes the growing numbers of students who will transfer into the baccalaureate programs.

JAMES L. WATTENBARGER, Chairman
Joint Committee on Junior and Senior Colleges

Introduction to the Guidelines

THE MAJOR PURPOSE of the *Guidelines* is to provide a framework within which junior and senior colleges, singly and cooperatively, can develop specific policies governing transfer between and among institutions. The *Guidelines* are not intended to be a substitute for local and state policies, but instead, a set of principles against which the appropriateness of particular policies can be tested. If the *Guidelines* are effective in accomplishing this purpose, a situation will be attained in each state whereby students will be able to move through transfer programs with a minimum loss of time and disruption of study. At the same time, individual junior and senior colleges will have a reasonable degree of autonomy in matters of curriculum and standards.

As a result of limitations being placed on new-student enrollments in particular four-year institutions, the states are becoming increasingly responsible for the accommodation of transfer students who have demonstrated their ability to do baccalaureate-level work in junior college. However, most universities appear reluctant to give up their freshman classes entirely and some are unwilling to give upper division transfers a higher priority than freshmen. Therefore, there must be statewide efforts to insure an adequate number of spaces for junior college transfers in appropriate liberal arts and professional programs. Forced diversion and dispersion of these students must not be permitted to reduce their chances of successfully completing baccalaureate degree programs.

The public institutions of higher education in each state have a recognized obligation to work together to reach agreement concerning guidelines and to live up to them once adopted. Independent institutions also have an important contribution to make in adopting guidelines for transfer. The inability of the independent institutions to subscribe to particular guidelines statements should not be grounds for omitting them from areas of agreement which are important to the public segment of higher education in the various states.

If the guidelines are to be effective, an attitude of mutual respect and cooperation is very urgently needed. Articulation, representing the needs and interests of the individual student and his professors, and coordination, representing the interests of society and the state, should be carried on in an atmosphere of interdependence among institutions having common concerns in higher education. This interdependence will grow stronger as the proportion of students who take their lower division work in two-year colleges increases. Greater public recognition of the role of the junior college in higher education should come with this change. However, certain outside pressures for compulsory coordination may also arise unless voluntary agreements are reached and translated into appropriate action.

The *Guidelines* provide no easy solutions for transfer problems, but hopefully they will stimulate planning within the various states which will lead to the establishment or improvement of permanent articulation procedures for resolving problems of transfer.

I • Admissions

ISSUE OR PROBLEM

Should public four-year colleges and universities maintain an open-door admission policy for transfer students; i.e., admit all transfer students who have earned at least a C average in junior college, irrespective of their probability of succeeding?

Guidelines

1. Public four-year colleges and universities should adopt an over-all C average as the standard for admission from junior college, provided they can accommodate all applicants who are thus qualified. At the same time:

a) Efforts should be greatly intensified to counsel students, who qualify but who have a relatively poor chance for success in some institutions or in some programs, toward appropriate institutional and career choices.

b) If facilities are limited and if quotas for new transfer students are established, priority should be given to the applicants who have the highest probability of academic success after transfer. Except for a few specialized programs, junior college students should be strongly encouraged to complete all of their lower division work before transfer since their probability of subsequent success is thereby improved.

c) Procedures for reporting the progress of students who transfer between junior and senior colleges should be regularized as one means of improving the counseling of prospective transfer students.

ISSUE OR PROBLEM

What treatment should be accorded transfer student applicants with poor high school records or low test scores?

Guidelines

2. Performance in a junior college transfer program is the best single predictor of success in a four-year institution and therefore should count most heavily in the admissions decision.

a) Junior college students who were ineligible to enter a four-year institution at the freshman level because of poor high school records should not be denied admission as transfer students on these grounds. However, as a condition for transfer, they may be expected to make up deficiencies, earn a grade point average in junior college which is above the minimum required for graduation, or both.

b) Aptitude and achievement test scores may be useful to counselors as supplementary information in assisting junior college students to make wise decisions about transfer. However, applicants who qualify for transfer on the basis of their grades in junior college should not be denied admission because of test scores.

ISSUE OR PROBLEM

After a reasonable trial period, if it seems clear that the open-door policy, in combination with improved counseling, does not screen out minimally qualified applicants who perform unsatisfactorily after transfer, what kind of selective transfer admission policies are most suitable?

Guidelines

3. Admission standards should be stated in such a way that junior college students may know at any time whether they will be eligible to transfer when they complete their lower division program; i.e., standards should be clear and objective.

a) A specific minimum grade point average for transfer should be stated by the receiving institution, as well as any subject-matter and unit requirements which must be met in order to transfer with upper division standing.

b) Junior college students should be strongly encouraged to complete their lower division programs before transfer. However, the requirement of an associate degree as a condition for transfer appears to unduly restrict the mobility of good students between the two types of colleges.

ISSUE OR PROBLEM

What other factors need to be considered in establishing or assessing transfer admission requirements?

Guidelines

4. a) Grade point differentials for pairs of junior and senior colleges, and for native and transfer students at various levels, may serve a useful information function. However, they should not be used as a basis for raising grading or admission standards unless there is other evidence to show that standards are inappropriate; e.g., a very high rate of attrition after transfer.

b) Recommendations from junior college deans or counselors should be determinative only in nonroutine cases; e.g., applicants who barely meet minimum admissions standards for transfer. However, more effective means should be found for transmitting information about transfer students who are capable of honors work, independent study, or leadership roles.

c) In order to receive equitable treatment in competing for housing, financial assistance, and the like, transfer students should be tentatively admitted no later than the beginning of their last term prior to transfer.

ISSUE OR PROBLEM

What treatment should be accorded transfer applicants from new junior colleges not yet accredited?

Guidelines

5. Transfer applicants from *new* junior colleges should be admitted on the same basis as applicants from regionally accredited colleges, until such time

as regular accreditation is appropriate. If accreditation is then denied, or granted and later withdrawn, admission should be on the basis of the particular merits of individual applicants.

II • Evaluation of Transfer Courses

ISSUE OR PROBLEM

What is the major purpose of evaluating junior college courses presented by transfer applicants? How can the receiving institution best serve this purpose?

Guidelines

1. The evaluation of transfer courses should serve primarily to inform the individual student how far he has advanced toward his degree objective and what residence and subject requirements must still be met.

a) If the initial evaluation yields only a gross accounting of the maximum amount and type of credit which *may* be transferred, the student should be so informed and a precise evaluation should be made as soon thereafter as possible.

b) All courses taken and passed at the junior college should be made a part of the student's record at the four-year institution for use in advising or making a new evaluation if he changes his major.

c) The satisfactory completion of an associate degree transfer program should guarantee upper division standing at the time of transfer.

ISSUE OR PROBLEM

How much credit should junior college students be allowed to transfer and on what grounds can a particular amount be defended?

Guidelines

2. Ideally, no maximum should be placed on the amount of credit which may be transferred from junior college. Four-year institutions may protect the integrity of their degree programs by adopting an upper division residence requirement which the junior college student must meet after transfer. If some maximum is set:

a) Junior college credit equal to approximately half the baccalaureate degree program should ordinarily be accepted in fulfillment of unit requirements for the degree. The amount of credit normally earned by native students in the various major fields during their first two years may serve as a guide in allowing transfer credit.

b) Subject credit should be given for all junior college courses which satisfy baccalaureate degree requirements, irrespective of any restriction on the amount of credit which may be transferred. However, students may be required to take additional electives or advanced courses in the upper division to satisfy unit requirements for the degree.

ISSUE OR PROBLEM

Should transfer credit be granted for courses in which a grade of D has been earned?

Guidelines

3. Grades of D earned by transfer students should be evaluated in the receiving institution on the same basis as D grades earned by native students at that institution. However, transfer students may be advised to repeat courses without credit if it is clearly to their advantage to do so in order to make satisfactory progress in their degree programs.

ISSUE OR PROBLEM

What should be the role of external and other testing in evaluating transfer courses?

Guidelines

4. There is now a heightened interest in the use of both standardized and locally devised testing programs as the students progress through their baccalaureate degree programs. The College Entrance Examination Board has established a Council on College-Level Examinations to develop a nationwide program of placement and credit by examination. One of the aims of the program is to expand opportunity for transfer students in institutions which have been reluctant to accept them until now and in areas where transfer credit would ordinarily be denied.

a) Receiving institutions should not require transfer students to take examinations to validate credit earned in junior college courses which the two types of institutions have agreed are parallel or equivalent.

b) Transfer students may reasonably be asked to take achievement examinations, the results of which are used to place them at the appropriate level in various sequences of courses which they may have begun in junior college.

c) Examination results may also be used as a basis for awarding credit or waiving degree requirements for junior college courses which might not otherwise transfer or for out-of-school experiences. For example:

(1) junior college courses normally regarded as terminal or offered in vocational programs;

(2) junior college courses which are normally taught at the upper division level by the receiving institution;

(3) academic achievement through out-of-school experience, e.g., overseas travel and job-related training.

ISSUE OR PROBLEM

As programs and courses increase in both number and complexity in the various junior and senior colleges, what kind of flexible system can be devised which will enable institutions to maintain current information on the transfer status of courses?

Guidelines

5. a) Each senior institution should work with the junior colleges from which it receives sizeable numbers of transfers to identify courses that are parallel, equivalent, or otherwise acceptable for transfer. An annual review of courses should be made at the time catalogue copy is prepared or when new courses are developed for which students will expect to receive transfer credit.

   b) Senior institutions with subject-matter entrance requirements at the freshman level should make it clear to the junior colleges what is expected of transfer students who had deficiencies when they graduated from high school. It should be specified how, or if, deficiencies must be made up and whether transfer credit will be awarded for make-up courses.

   c) Agreements concerning parallel and equivalent courses which are made by junior and senior colleges should be communicated in writing to academic advisers, counselors, admissions officers, registrars, and faculty members, as well as the staff which makes the actual evaluation of transcripts.

ISSUE OR PROBLEM

Whose concern are the gifted high school students who wish to enroll in college courses before graduating from high school?

Guidelines

6. The junior and senior colleges should plan together for gifted high school students to insure that any junior college credit earned before high school graduation will be accepted by the four-year institutions. The conditions under which such credit may be earned and transferred should be clearly understood by the high school, the two types of colleges, and the students concerned.

III • Curriculum Planning

ISSUE OR PROBLEM

What steps can be taken to avoid loss of time and credit by junior college students who transfer during a period of curriculum change?

Guidelines

1. a) Transfer students should be given the option of satisfying graduation requirements which were in effect in senior colleges at the time they enrolled as freshmen, subject to conditions or qualifications which apply

to native students. The option should be stated explicitly in the catalogue of the senior institution.

b) Senior institutions should notify the junior colleges as early as possible of impending curriculum changes which may affect transfer students. Junior colleges should also advise the senior institutions of proposed changes in their transfer courses and programs. When a change made by the senior institution necessitates some type of change in the junior college, the latter institution should be given sufficient lead time to effect the change with a minimum of disruption.

ISSUE OR PROBLEM

What implications for curriculum planning are there in the diversion of transfer students from the institutions of their choice?

Guidelines

2. Junior college students should be encouraged to choose as early as possible the institution and program into which they expect to transfer. This is essential in order to plan programs which will include all lower division requirements of the senior institution. However, when students are diverted from the institutions of their first choice, the need for flexibility and cooperation among institutions increases markedly.

a) Faculty members in the junior and senior colleges should all work together for the good of the student; for example, to identify common curriculum concerns and experiences which may be built into their respective programs.

b) Flexibility in curriculum matters should be strongly encouraged so that students who have been diverted to the institutions of their second or third choice will not be delayed by differing requirements in completing their degree programs.

c) Junior and senior colleges should be encouraged to experiment in matters of instructional method and content. However, transfer students should not be penalized by such experimentation through loss of time and/or credit.

ISSUE OR PROBLEM

What are the special needs of the exceptionally talented high school graduates who attend junior college before entering a senior institution as upper classmen?

Guidelines

3. a) High ability junior college students with commensurate achievement should be identified at the time of their admission as freshmen, and their presence should be made known to faculty members and counselors with whom they will come in contact. If their junior college work is outstanding and if they wish to participate, the senior college should make every effort to accommodate them in honors programs after transfer.

b) Junior colleges also have a responsibility to identify and attempt to develop latent talent which did not manifest itself in academic achievement during high school years.

IV. Advising, Counseling, and Other Student Personnel Services

ISSUE OR PROBLEM

What information is needed by junior college advisers and counselors in their work with prospective transfer students, and how can it be obtained?

Guidelines

1. Effectiveness of junior college advisers and counselors is often seriously impaired because they lack specific information of various types. In order to assist students in evaluating their general progress and the appropriateness of their educational objectives, systematic procedures need to be established which will provide counselors and advisers with current information on a continuing basis in each of the following areas:

a) *course status*—Which courses are accepted at senior institutions in satisfaction of specific requirements? This can be determined through regular joint review of junior college courses by officials of the two types of colleges with subsequent reporting of agreements to appropriate personnel.

b) *curriculum change*—What changes in curriculum have been made recently or are projected? Counselors and advisers should be kept informed by systematic reporting of anticipated changes through newsletters, bulletins, conferences, and the like.

c) *requirements for admission and upper division standing*—It is essential that advisers and counselors understand and be able to interpret admission requirements, including variant plans, of the major senior institutions serving their students. This information requirement can be met if senior colleges will include clear and comprehensive statements of transfer admission requirements in their catalogues.

d) *student characteristics at senior colleges*—In order to assist students in the selection of appropriate transfer institutions, counselors and advisers should be aware of the significant differences among senior colleges. The preparation and distribution of student profiles by the senior institutions would help to promote this understanding.

e) *performance of transfers*—Counselors need to be well informed about the success and failure of former students who have transferred to senior institutions. Performance information on these transfers, such as grade reports, notification of honors earned, and names of graduates should be regularly reported back to the junior colleges. As a supplement to this type of data, junior colleges need to conduct follow-up studies of their students to learn more about the problems they have encountered after transfer.

f) *student services*—Counselors and advisers also need to be well informed about student services available in major senior institutions serving their transfers. Senior colleges should provide appropriate information about opportunities for financial assistance (loans, scholarships, and employment); housing; counseling and guidance; developmental,

remedial, or basic skills programs; health services; and student activities. Joint meetings of junior and senior college personnel provide one important means of augmenting the printed information available in official publications of senior colleges.

ISSUE OR PROBLEM

What should be done to improve the academic advising of transfer students?

Guidelines

2. More attention should be focused on the needs of the transfer students for improved advising, particularly in the senior institutions.

a) Transfer students should be assigned an academic adviser no later than the time of their first registration in the senior institution.

b) Information should be supplied to the advisers of transfer students to acquaint them with the junior college. Whenever possible, advisers should be selected who are interested in serving in this capacity, willing to become familiar with junior college programs, and accepting the junior college as a partner in higher education.

c) Advisers in junior college should become better informed about the progress made by their former students in the various senior colleges. They should keep up-to-date about programs, requirements, standards, and other matters of concern to their transfer advisees.

ISSUE OR PROBLEM

What special orientation do transfer students need, and how may it be effectively provided?

Guidelines

3. The information requirements and specific orientation needs of transfer students are not identical with those of entering freshmen. Yet, transfer students are frequently included in orientation-induction programs serving freshmen.

Additional study is needed to clarify the basic orientation needs of transfer students. Senior colleges should then develop programs geared to their particular needs.

The following emphases may be suitable for group or individual orientation of transfer students:

a) Review of appeal procedures for redress of grievances in evaluation of transfer credit.

b) Description of opportunities for transfer students to participate in the student activities program.

c) Explanation of the graduation requirements which have been fully satisfied by work transferred into the senior institution.

d) Clarification of graduation requirements yet to be completed at the senior institution, including identification of specific courses which will meet these requirements.

e) Review of available student personnel services, especially financial assistance opportunities.

ISSUE OR PROBLEM

What is the nature of the transfer student's financial needs, and how may they be met?

Guidelines

4. Students who attend junior colleges characteristically have greater need for financial assistance than do students who go directly to senior institutions. Frequently, their continuance in college depends directly upon availability of financial aid. Therefore, it is important for senior colleges to insure equitable participation of junior college transfers in financial assistance programs. Application procedures, deadlines, and qualifications for various forms of financial assistance should not discriminate against transfer students.

ISSUE OR PROBLEM

What special barriers are encountered by students who wish to participate in student activities after transferring to senior colleges, and how can they be removed?

Guidelines

5. Students transferring to senior colleges frequently report that they experience difficulty becoming involved in the student activities program. Access to such opportunities should be reviewed by senior colleges to assure that transfers are not precluded from participation. In some instances, it may even be desirable to "earmark" and hold open specific opportunities for transfer students.

V • Articulation Programs

ISSUE OR PROBLEM

If articulation efforts are to be effective, what type of representation is needed?

Guidelines

1. Articulation activities should involve the types of personnel who deal most closely with the problems under consideration.

a) Appropriate representation should be secured from high schools, junior and senior colleges (independent as well as public), state departments of education, coordinating agencies, and professional associations.

b) Faculty members, counselors, admissions officers, registrars, research workers, deans, presidents, and students may all make a significant contribution to some aspects of articulation.
c) Administrators at the policy-making level must be involved in reviewing and approving articulation agreements which are arrived at by sub-groups.

ISSUE OR PROBLEM

When the number of institutions precludes direct representation from each one, how can the desired representation be attained?

Guidelines

2. Representation from each segment or sector of education must then be sought, with careful consideration given to the following problems:
   a) effective communication with institutions not directly represented;
   b) rotation of responsibility among representatives;
   c) preservation of continuity in personnel.

ISSUE OR PROBLEM

What kinds of procedures are necessary for effective articulation?

Guidelines

3. Procedures need to be established for:
   a) identifying appropriate problems;
   b) initiating needed studies;
   c) proposing solutions to problems;
   d) ratifying and implementing agreements.

ISSUE OR PROBLEM

Should articulation machinery be voluntary or legally mandated?

Guidelines

4. Because articulation is both a process and an attitude, there are distinct advantages to having articulation machinery voluntary, particularly with respect to procedures for reaching agreements.

ISSUE OR PROBLEM

How may effective articulation be accomplished?

Guidelines

5. In addition to some over-all administrative coordination, there will be specific articulation activities which will assume a variety of forms.
   a) *Ad hoc* committees may be employed for the solution of specific problems.
   b) Standing committees may be utilized to consider problems in particular subject fields.

c) State and regional conferences may be held to review matters in which there is broad interest.
d) Inter-institutional visits, newsletters, and similar expressions of co-operative planning may also strengthen articulation.

ISSUE OR PROBLEM

Is there a need for both institutional and statewide articulation activities?

Guidelines

6. Statewide activities should not be regarded as a substitute for local action. Articulation at the national level may also be achieved in some measure through efforts of professional organizations and particular disciplines. Institutional articulation may include:

a) visits between campuses;
b) interviews between transfer students and their former counselors and instructors;
c) routine feedback of transfer performance data between pairs of institutions.

ISSUE OR PROBLEM

How can good communication be achieved?

Guidelines

7. Communication between institutions may be facilitated by:

a) inter-campus visitation of faculty and staff;
b) effective college publications;
c) dissemination of research results to practitioners;
d) conferences and committee activity, including the preparation and distribution of proceedings and minutes of meetings.

ISSUE OR PROBLEM

How can articulation machinery be kept up-to-date and responsive to current problems?

Guidelines

8. Articulation programs should provide for built-in periodic evaluation of the adequacy of the machinery, the effectiveness of types of personnel involved, the appropriateness of problems considered, and concrete achievements attained. Machinery should remain flexible and responsive to changing situations.

Guidelines
for Improving Articulation
Between Junior and Senior Colleges

is the second of two publications developed under the auspices of the Joint Committee on Junior and Senior Colleges. The other is *From Junior to Senior College: A National Study of the Transfer Student* by Dorothy Knoell and Leland Medsker, published for the Committee by the American Council on Education.

Additional copies are available at the following prices:

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